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ABSTRACT

The purpose of this practicum was to develop and test a model work experience program designed to meet the needs of junior high school students identified as educationally disadvantaged and/or potential school dropouts. The model program included occupational orientation, occupational preparation, and on-the-job training experiences. The program was designed so that it might serve as a terminal education point for 16 year old students. Instructional materials linking vocational and related education to individual student needs were utilized. Instructor workshops were a very important aspect of the program. Student selection was refined. An instructor's guide to facilitate transportability of the program from one school to another was developed. The model was tested experimentally and evaluated with respect to six specified objectives by comparison of the model group with a control group and with a stratified random sample of comparable students during the semester preceding initiation of the model program. Implementation of the model program as the county-wide junior high school work experience at the beginning of the 1975-76 school year is noted to be an indicator of practicum success. (Author/JM)

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A Model Program: Preferential Treatment for the Educationally Disadvantaged Youth

By

James E. McLawhorn

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

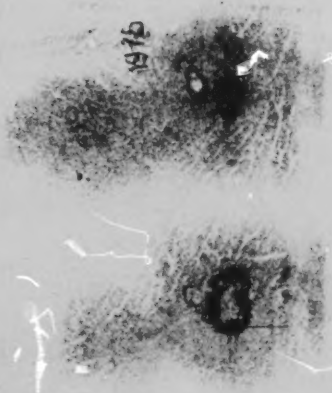

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TABLE OF CONTENTS

		Page
LIST OF TABLES		v
ABSTRACT		vi
Chapter		
I.	INTRODUCTION	1
	Local Situation	3
II.	REVIEW OF RELATED LITERATURE	6
III.	PROGRAM DESIGN AND ACCOMPLISHMENTS	18
	Model Setting	19
	Student Selection--Model Group	20
	Student Selection--Criteria	21
	Control Group	23
	Program Staff	24
	Work Experience Teacher-Coordinator	24
	English and Math Instructors	25
	Special Features	26
	Instructional Methods and Materials	27
	Pre-Service Orientation Planning and Training	28
	Teacher In-Service Training	30

Chapter		Page
III.	In-Service Planning and Training	31
	Individual Planning and Training Conferences	32
	Observer Orientation and Feedback	32
	English Instruction	33
	Reading Instruction	36
	Math Instruction	38
	Employability Skills Instruction	40
	On-The-Job Training	43
	Consumer Skills Instruction	47
	Skills Training for Entry Level Jobs	48
	Small Gasoline Engines Repair	52
	Service Station Attendants	52
	Building Maintenance	53
	Food Services	54
	Guidance and Counseling	55
	Occupational Specialist	58
	Community Resources	59
	Instructors Guide	63
IV.	PRESENTATION AND ANALYSIS OF DATA	64
	Attendance	67

Chapter		Page
IV.	Number of Juvenile Authority Contacts	70
	Student Employment	70
	Student Interest, Morale and General Attitude	73
	Reading	74
	Summary of Evaluation	78
	Conclusion	79
	Recommendations	80
BIBLIOGRAPHY		83
APPENDIXES		
A.	Student Work Agreement	86
B.	Training Agreement	87
C.	Student Progress Report	88
D.	Supervisors Report	89
E.	Report of Suspensions	90
F.	Job Training Attendance Report	91
G.	Monthly Work Report	92
H.	Evaluation of Work Experience Program Questionnaire	93
I.	Letters of Evaluation	95

LIST OF TABLES

Table

1. Skills Training for Nine Unemployed Students 51
2. Skills Training for Twenty-Three Temporarily Unemployed Students 51
3. Attendance Rate 68
4. Number of Discipline Referrals to Deans' Office 68
5. Number of Times Students Suspended Semester Prior to Model Implementation 69
6. Number of Times Students Suspended During Model Operation 69
7. Students' Job Evaluation 72
8. Student Job Progress as Measured by Their Supervisors 73
9. Months of Improvement 75
10. Pre-Test--Control Group 76
11. Post-Test--Control Group 76
12. Student Grades One Semester Prior to Model Implementation 77
13. Students Grades at Conclusion of Model Program 77

ABSTRACT

The purpose of this practicum was to develop and test a model work experience program designed to meet the needs of junior high school students identified as educationally disadvantaged and/or potential school dropouts. The model program included occupational orientation, occupational preparation, and on-the-job training experiences. The program was designed so that it might serve as a terminal education point for sixteen-year old students. Instructional materials linking vocational and related education to individual student needs were utilized. Instructor workshops were a very important aspect of the program. Student selection was refined. An instructor's guide to facilitate transportability of the program from one school to another was developed.

The model was tested experimentally and evaluated with respect to six specified objectives by comparison of the model group with a control group and with a stratified random sample of comparable students during the semester preceding initiation of the model program.

Implementation of the model program as the county-wide junior high school work experience program at the beginning of the 1975-76 school year is an indicator of practicum success.

CHAPTER I

INTRODUCTION

In launching this practicum the practitioner sought out literature extensively to find out what others are doing for the educationally disadvantaged student and/or potential junior high school dropout prone students.

In general educationally deprived students are also economically deprived. They have a narrow range of experiences in a limited environment, therefore, have a lack of confidence in themselves in any classroom situation. These students are limited in their ability to communicate with others orally or by means of reading and writing. They share feelings of fatalism, helplessness, dependence, and inferiority in social situations. Thus, they have in general experienced continued failure in their school work.

It has been shown repeatedly that these students who become alienated to the school remain so unless some preferrential program is provided to change their attitude toward the school and their teachers. These students have failed and will continue to fail until a learning situation is created in which they can succeed in engaging in activities meaningful to them.

The ninth grade is a crucial year for these educationally disadvantaged students. The junior high school principal normally has

two options open to him in dealing with these students. He can let them repeat the grade they just failed or, in the case of ninth graders, socially promote them to the tenth grade where the academic and vocational components of their program of studies are even more demanding. In either event, there is a distinct likelihood the student will continue to experience failure and drop out of school.

This practicum developed and implemented a model program for these educationally deprived students identified as potential school dropouts. It utilized the existant county work experience program as a foundation on which to build.

Special features of the model program include:

1. skills training for entry level jobs,
2. remedial instruction in academic skills integrated with job skill development programs,
3. vocational guidance and counseling,
4. personal guidance and counseling,
5. use of cooperative programs to provide on-the-job training, and
6. intensive programs of job skill training for students prior to leaving junior high school.

Obviously, students completing the program will have a far better chance for success either in the job market or in a senior high school vocational program.

LOCAL SITUATION

Several factors contributed to the need for revision of our Duval County Work Experience Program. The following description of more pertinent factors emphasize the severity of our situation as it existed. A group of junior high school principals advocated dropping the program from the junior high school curriculum. The program had been labeled as just another welfare program. During the past two academic years, four principals have dropped the program from their schools. It appeared that many others would follow with the tightened educational budget. Many principals have indicated that even though they were dissatisfied with the program's effectiveness, it did assist them by getting a limited number of problem students out of the regular classrooms. However, probably the main reason for the survival of the program was that it generated enough state funds to more than support itself.

At the same time principals criticized the program as being ineffective, they advocated a new program be developed for the educationally disadvantaged students or the students they referred to as the "left overs". They felt that these students did not fit in the established curriculum paths of college preparatory, pre-technical and vocational training.

Presently little money is available for new programs; however, the county work experience program following existant state program standards could be revised and/or beefed up to meet the needs of a select group of these students who were not being provided for. Thus, the model program is basically a revision of the county program. New components and/or areas of concentration have been added to correct past inadequacies.

The revised work experience program is designed to insure, as near as possible, that each student is able to achieve academic and employment success. Employable skills are developed. The instructional materials utilized are designed to aid students in learning ways to become more effective in both work and life situations. Past programs have emphasized job placement and on-the-job training. Emphasis in the model program is on increased skills in the areas of job finding, job retention, money management, and buying practices. Career awareness and/or exploration is stressed through use of an occupational specialist. Past interest has been primarily in student employment. Yet, job retention has been very poor and jobs increasingly harder to find.

In the model program unemployed students or students who lost their jobs were not placed back on regular school schedules as

previously done, but received additional instruction in deficient areas during the school hours they would have normally been employed.

Additionally, the model program stressed skills training for entry level jobs in the areas of small gasoline engine repair, service station attendants, building maintenance, and food services. Previously this was not done in any Duval County junior high school program. Course materials were utilized in these areas that were originally developed for use in a vocational senior high school. Student interest determined the area of concentration. Unemployed students gained an additional two class periods for additional exploration, self-study and instruction.

The instructional program was designed to help students acquire saleable skills commensurate with their abilities and interests at an earlier age.

The model was approved and adopted as the county-wide program at the commencement of the 1975-76 school year.

CHAPTER II

REVIEW OF RELATED LITERATURE

Recently national concern has focused on the educationally disadvantaged youth. It appears that the so-called potential school dropouts, the disruptive student, the educationally disadvantaged student, and the student who is a product of the low socio-economic group are generally one and the same. At least, the similarities are far greater than the differences between the groups.

In general, economically deprived students are also educationally deprived. They have a narrow range of experiences in a limited environment, hence have a lack of confidence in themselves in any classroom situation. These students are limited in their ability to communicate with others orally or by means of reading and writing. They share feelings of helplessness, dependence, and inferiority in social situations. They have in general experienced continuous failure in school work.

What can we do about these potential school dropouts? This question presents a challenge to educators everywhere. Government experts have predicted that if current trends continue for the next ten years, there will be more than seven million dropouts. This

large group will become the great mass of unemployed and will therefore receive some type of welfare. The fact is that these future unemployables are in our schools today. The challenge is ours. What can we do to keep these students in school or give them a chance for achieving success in the world of work? It is our challenge to bridge the gap that presently exists between their discouragement and our expectations.

Apparently, the educationally disadvantaged student is not being reached by our traditional approach. Therefore, it is necessary that we use instructional methods and specialized materials that are custon-made to fit the needs of these students.[1]

It has been shown repeatedly that students who become alienated toward school remain so and often become dropouts unless some preferential program is provided to change their attitude toward school. They have failed and will continue to fail unless a situation is arranged in which they can succeed in activities meaningful to them.

In 1968, State school and social reform leaders felt that the concept of school work experience programs that had proven so

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1. U. S. Department of Health, Education, and Welfare, Office of Education, "The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education, 1968", (Washington, D. C. : Government Printing Office, 1968).

successful in salvaging dropout prone sixteen to eighteen year old senior high school students could be adopted to meeting the urgent needs of the junior high students. Therefore, Federal vocational education legislation enacted in 1963 was amended in 1968 emphasizing the need to implement career oriented programs for the junior high school student. At the time, there was abundant research indicating that carefully supervised work experience and an exposure to meaningful jobs allowed many students to find more relevance in their education. However, further study was determined necessary to determine the effect of school supervised part-time work experience on the educational development of junior high school students. Therefore, provisions were made for the operation of experimental school supervised and school administered work experience and career exploration programs. The programs were operated and funded by state education agencies in accordance with criteria established by the Federal government. Thirteen states including Florida applied and were approved to operate programs under the supervision of the U. S. Department of Labor.

The research project was conducted for three years. It involved approximately 15,500 disadvantaged dropout prone junior high school students. Many positive effects became evident from this massive

experimental program. The findings of the study revealed that in terms of education, students in the experimental group performed better than students in the control group on various educational indices as a direct result of program participation. Students received better grades, reduced absences, improved attitudes toward school and gained in work motivation and employability skills. Further, there was improvement in the students feelings of self-worth and in his ability to cope with the world of work.[2] Thus, the inception of work experience programs at the junior high school level.

All junior high school work experience programs share several common elements. They include:

1. paid employments which enables the student-employee to gain the work experiences of a full-fledged employee, and
2. the employment of a teacher-coordinator who has experience in the working world which enables him to instruct, guide and counsel the students.

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2. U. S. Department of Health, Education, and Welfare, Office of Education, "Summary of State Reports on the Work Experience and Career Exploration Experiment", 1972.

The work experience curriculum normally consists of two main parts--in-school instruction and on-the-job training. The purpose of in-school instruction is to make the on-the-job training educationally valuable to the student. The in-school facet of instruction consists of two areas. The first area includes instruction that relates to all types of employment and contains information and/or technical knowledge needed for the development of the students vocational confidence. The second area consists of instruction directly related to the students job. These units are studied by the students both in an individual and small group basis often referred to as group related studies.

However, there continues to be considerable debate among American educators concerning the educational value of work experience programs in the junior high schools. The most recent experiences of educators involved in the work study programs for junior high school students clearly indicate the need for such a program. The main concern seems to be the type of curriculum to be presented.[3] Although work experience or work study programs are in wide use in most counties in Florida, such programs are still in the developmental stages.

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3. U. S. Department of Health, Education, and Welfare, Office of Education, "The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education, 1968" (Washington, D. C.: Government Printing Office, 1968), p. 128.

The Duval County School Board, Jacksonville, Florida, was advised during the late spring of 1963 that Federal funds were available to conduct a "Work Study" Program during the summer. This was a completely new experience for the school system. The basic purpose of the program was to provide vocational education students with the opportunity to participate in work situations on a part-time basis during the school year, and full-time during the summer months. During that summer, the largest work study program in the State of Florida was put into operation. Students were selected for the program based largely on economic need and the premise that some type of on-the-job training was needed to supplement academic work in developing vocational skills. The funds provided for this project consisted of $75,000 in Federal funds and $25,000 in local funds.

All evaluations of the program proved it to be excellent. A total of 238 students were provided with eight weeks of employment. The program produced many positives. It gave economic assistance to needy students as well as needed clerical, custodial, and maintenance assistance to the school system. The most important positive was, of course, that it provided work experience for students who normally would not have had summer jobs.

However, with all of the positives there were those individuals on the School Board who felt the $25,000 contributed locally could have been more wisely spent. Members objected to the meager controls exercised by the Federal Government. In the end the program proved a success and was the beginning of work experience programs in Duval County, Florida.[4]

The county received the School Board's approval to implement the Work Experience Program in three schools the following school year. Thus, a program for potential dropouts in the junior high schools was implemented. Presently, there are fourteen such programs in the school system. With such rapid growth no wonder so many unresolved problems exist.

A. Florida Department of Education Guidelines

The purpose of any junior high school work experience program is to make a valuable contribution to the curriculum in that it is "preventive", "remedial", and "preparatory" in nature. It is "preventive" in that is encourages staying in school; "remedial" in that it is geared to the

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4. Ish Brant, "Evaluation Report on 'Work Study Programs' for 1968-69" (Jacksonville, Florida: Office of the Superintendent of Schools, Duval County; August 27, 1968) (Typewritten)

learning abilities of the individual involved; and "preparatory in that it involved students in procedures for procuring employment, employee-employer relationships and discussions; and on-the-job experiences which will directly benefit the student when he leaves school.

A work experience program provides for guidance, school experience, and on-the-job work which will provide a student with direction and aid in personal adjustments, individual motivation, and a desire to remain in school. Such a program is to provide purposeful flexibility in an effort to encourage students not only to remain in school, but also to develop thinking abilities, positive self-image, and aspirations in order that they may move into the mainstream of the junior high school environment and on into the senior high school academic curriculum. These same experiences should provide the kinds of information and training which will allow a student to move into the working world if he or she must leave school.[5]

Any educational system designed to educate all the children of all the people must necessarily devote its major effort to the average

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5. State of Florida, "Work Experience Program Standards", (Tallahassee, Florida; Department of Education, August 1972). (Pamphlet.)

student. When this is done, two groups suffer. The gifted are not challenged sufficiently, and the exceptional become frustrated because of an inability to cope with the program as designed for the average.

The work experience program is designed to assist the exceptional student who has been identified as a potential dropout for any one or a combination of the following reasons:

Economically deprived -- to include references to problems arising from insufficient family income to satisfy basic needs in society today.

Socially disadvantaged -- to include references to problems stemming from environmental situations, parental neglect, and inabilities to adjust to demands of a democratic society.

Ethnically disadvantaged -- to include references to problems arising from racial or minority group relationships with the total society.

Educationally deprived -- to include references to those students ranking in the bottom one-third of their class and classified as slow learners because of academic problems such as poor reading ability or alienation from the school environment.

Intellectually handicapped -- to include references to those handicaps inherent in youth with low mental capacities and their inability to cope with educational programs geared to the average or above average student, but not to include those student s with mental health problems or those normally classified as belonging in special education and requiring special methods.

Physically handicapped -- to include only those handicaps which do not require the individual to be institutionalized for special treatment or rehabilitation purposes.[6]

The Florida Department of Education has provided in the form of a work experience guide, a broad and general structural framework on which to build the county and school programs. The guide contains the general standards which should be in effect if the philosophy is to be upheld and the proposed objectives of the work experience program in Florida is to be carried out. Some of the considerations for program implementation follow.

B. Philosophy

The work experience program at the junior high school level is designed particularly for the potential dropouts. It is hoped that a curriculum will be effectively organized in order to meet their needs and interests and will encourage their attendance in school long enough to acquire the necessary academic background as a basis for the development of future marketable skills. If dropping out is inevitable, the program provides experiences which will make the transition from school to job easier.

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6. Ibid., p. 3.

1. Work Experience Program Objectives:
   a. To encourage the student to continue his schooling.
   b. To produce a socially acceptable, well-adjusted citizen, who is aware of his responsibilities to his country, community and family.
   c. To keep borderline cases from becoming maladjusted, anti-social dependents of the government.
   d. To help those who have had problems to rehabilitate themselves through useful work and good study habits.
   e. To provide a realistic and practical approach to meet the contacts with adults.
   f. To establish a realistic connection with school and work.

2. Student Selection:
   a. Students must evidence a need for and a desire to be in the work experience program.
   b. Students may be in the seventh, eighth or ninth grades.
   c. Students must be fourteen years of age or older.
   d. Students must have parent's or guardian's approval in writing.
   e. Students recommended must be approved by the work experience program committee composed of the school administration, the guidance counselor, a teacher and the work work experience program teacher-coordinator.
   f. Financial need of a pupil should be considered.
   g. All potential dropouts (non-academically talented, non-achiever, emotionally frustrated, physically or mentally handicapped, financially burdened, above average IQ and not relating to the average (standard) school program, juvenile delinquent, and any other potential dropout reasons -- it is best to have a complete cross-selection of potential dropout students.)

Type of student (some of the following may have economic implications):

a. Discipline problems
   (1) half-day performer
   (2) truancy
   (3) lack of self-discipline
   (4) personal hostility
b. Lacks the basic academic skills
c. Institutionalized child
d. Alienated child
   (1) broken home
   (2) lack of parental incentive
   (3) emotionally immature
   (4) need for identification
e. Attitudes
   (1) lazy and indifferent
   (2) ego factor (self-centered or destroyed)
   (3) extreme independent nature

8. Students selected for junior high work experience will spend at least one year in the program.[7]

The program is not to be considered a cure-all and it is definitely limited by the number of work situations which may be found in the community and the degree of cooperation on the part of the employers.

7. Ibid., pp. 9-10.

CHAPTER III

PROGRAM DESIGN AND ACCOMPLISHMENTS

This practicum designs and implements a model program for the educationally disadvantaged students who have been identified as potential school dropouts. These students have not been adequately provided for by any existant Duval County program. For most of these students, the world is upside down. To them, school is not a means for advancement but a place of frustration, failure and regression.

This practicum utilized the existant county work experience program as the foundation on which to build. The junior high school educationally disadvantaged and/or dropout prone student was the major focus of this practicum. Primary emphasis in Duval County has been on the senior high potential dropout prone student.

A model work experience program was developed and implemented in two junior high schools to meet the needs of a select group of these educationally disadvantaged junior high school students.

The schools were selected because they were in areas with high concentration of target population and were administered by principals who were highly sympathetic with practicum aims and/or program objectives.

MODEL SETTING

One of the schools that housed the model program was built in 1942 as an elementary school and converted to a junior high school about ten years later. Four permanent annex buildings have been added to supplement the main two-story facility. The vocational shops utilized were housed in one of the annexes and work experience classes were conducted in another. Math and English instruction was received in the main building.

The school is located in a middle class white neighborhood and has an enrollment of approximately 1200 students supported by a faculty of 56 certificated personnel. The administrative staff consists of principal, assistant principal, dean of boys, dean of girls, curriculum assistant, two guidance counselors and an occupational specialist.

The school is completely integrated by busing. Nearly 400 black students are transported into the school community from across the city.

The other school that piloted the program is a fifty-one year old three story brick building. Most of the activities of the model program were conducted in a permanent annex. This annex housed all school shops, the home economics laboratory, the cafeteria and

a number of special classrooms including the one for the program. English and math instruction was received in the main building. A small engine repa shop was located in this building that was used extensively for skills training.

This school had originally been built in an upper class white neighborhood; however, this is no longer the case and decay is quite evident.

The school is integrated but not by busing. It is the only true community school left in the school district. There are more than 400 black students enrolled of a total student body in excess of 1200.

Fifty-eight certificated personnel are supported by an administrative staff of eight.

STUDENT SELECTION--MODEL GROUP

Students selected for the model program were first identified as potential school dropouts. Potential dropouts possess one or more of the following characteristics:

1. over age in grade
2. not relating with classwork
3. truancy problems
4. deprived economically
5. need to work
6. negative attitude concerning school, work, or society
7. alienated student
8. discipline problems
9. half-day performers
10. ill-defined and/or unrealistic educational goals.

In most instances students possession one or more of the above characteristics were recommended for the model program by their classroom teachers. Recommendations were initially made to the students' guidance counselor. Sixty-seven teacher recommendations were considered in one school and 52 in the other.

Model program staff established the following minimum selection criteria. After initial determination of eligibility, students were selected by their counselors on a needs basis.

STUDENT SELECTION--CRITERIA

All students selected for the model program met the following criteria:

1. They had the ability to do the work or a measured intelligence of 80 or higher.
2. They were either enrolled in the ninth grade or eligible for social promotion to that grade. Example: An eighth grade student who had failed the eighth grade twice was eligible.
3. They must have reached their fifteenth birthday. Preference was given to sixteen year old students.

Additionally all students selected for the program met at least one or more of the following criteria:

1. Have established a record of excessive absences or truancy,
2. Have established a history of social promotion,
3. Have been identified as a half-day performer,
4. Have a need to work to supplement family income,
5. Have a grade point average of 1.5 or lower,
6. Have been identified as a problem student, and

therefore having one or more of the following personality deficiencies:

a. poorly defined value system
b. aggressive
c. alienated
d. resentful of authority
e. low frustration tolerance
f. impulsive
g. poor self-concept
h. withdrawn.

Students were permitted to make individual application supported by parental approval. Guidance counselors indicated that a number of students expressed such an interest but that in all instances the students had been previously recommended by teachers.

In many cases potential enrollees received their initial contact through the school social worker. The social workers interviewed both student and parents and in turn made their recommendations to guidance.

For a student to be further considered he must have secured written parental approval and agreed to remain in the program to its completion. All of these referred students were further screened and counseled by the guidance counselors and occupational specialist. Most of the student referrals were made in September and October of 1974.

It was during the selection process that the practitioner often had the opportunity to meet and confer with the student and his

parent. It was through these feedback sessions that the practitioner was able to gain additional knowledge of the students interests and needs.

It was the students' guidance counselors who made the final determination as to which of the eligible students they felt could benefit most from the model program.

The practitioner previously had decided to enroll 50 students in the model program or 25 in each school. However, this number was increased by seven students. Three of these additional students were in-district transfers and were enrolled in the model program after commencement of the second semester. The other four additional students were among the initial group screened by the counselors to participate. Thus, total enrollment in the model program consisted of 57 students, or 29 students in one school and 28 in the other. Thirty-six boys and 21 girls were enrolled. Eighteen students were black -- 11 boys and 7 girls.

CONTROL GROUP

Two schools were identified to provide students for the control group. Both of these schools had work experience programs. The students enrolled in these programs made up the control group. Twenty-six students composed of 10 girls and 16 boys were enrolled

in one program. The other program consisted of 27 students of which 18 were boys and 9 were girls. The control group included 15 black students of which 9 were boys and 6 were girls.

The extent to which this practicum has succeed is fully discussed in Chapter IV of this report. The model group is compared with the control group.

PROGRAM STAFF

Personnel participating in the model program included the practitioner or project director, the entire administrative staff in each model school, selected academic and vocational teachers, and school and community resource personnel.

WORK EXPERIENCE TEACHER-COORDINATOR

The key person in any Florida work experience program is the work experience teacher-coordinator. Work experience teacher-coordinators are certified teachers having vocational experience.

The two work experience teacher-coordinators participating in the model program met with their classes of 28 or 29 students every morning during the school day. Because of a flexible schedule they were often able to schedule their individual classes as a group two periods at a time. The remainder of their school day was spent in individualized instruction of smaller groups and observing and

assisting their students on the job.

Thus, a very important facet of the program was that it provided some one who cared to work with the educationally disadvantaged students. Likewise an important facet of the program was that it gave the coordinator assistance and guidance in meeting program objectives. In-service training and instructional materials provided are later discussed in detail in this report.

These versatile coordinators acted as teachers, counselors and businessmen. In many cases, the students looked to them to solve all their problems--financial, school, job, family and personal. The coordinators were the instructors for the employability skills unit detailed under Employability Skills Instruction of this report. Additionally it was the coordinators who most frequently visited, observed and assisted students on the job. They also assisted the students job supervisors in instruction of safety practices and often specific job skills.

ENGLISH AND MATH INSTRUCTORS

Academic instructors were employed in two areas--English and math. Students in the model program were all enrolled in basic math and English classes with the exception of those selected students who received reading instruction instead of English. All students

were not scheduled the same class period but were integrated with other basic or remedial students. Therefore, only one English teacher and one math teacher instructed model program students in each school. In all instances the teachers had volunteered to participate in program activities because of their interest in educationally disadvantaged students. All of the teachers had previously conducted classes for the slow learners.

Both English teachers were female, one white and one black. One math teacher was a white male and the other a black female.

SPECIAL FEATURES

Special features of the model program included: 1) skills training for entry level jobs, 2) remedial instruction in academic skills integrated with job skill development programs, 3) vocational guidance and counseling, 4) personal guidance and counseling, 5) use of cooperative programs to provide on-the-job training, and 6) intensive programs of job skills training for students prior to leaving junior high school.

The program was designed to bridge the gap between the socially academically disoriented student and the classroom. Therefore, the instructional materials utilized were designed to aid students in becoming more effective in both work and life situations. The intent was to give the students a program that they could succeed in.

Therefore, student input was continuously utilized for program development. Information was secured through both individual and group confrontations.

The model program was implemented in two different junior high schools the second semester of the 1974-75 school year. It was tested experimentally and evaluated with respect to six specified objectives by comparison of the model groups with a control group and with a stratified random sample of comparable students during the semester preceeding initiation of the program. Chapter IV of this report fully discusses the evaluation of the model. Approval and implementation as the county program was granted at the commencement of the 1975-76 school year.

INSTRUCTIONAL METHODS AND MATERIALS

The model program consisted of two main parts, as do most other work study programs, namely in-school and on-the-job instruction.

In-School Instruction:

The purpose of the in-school instruction was to prepare the student to successfully cope with work and life situations as is the ultimate purpose of any vocational education program. In the model program classroom instruction ranged from four to six 55-minute periods a day depending on whether the student was employed or not.

The school day was divided into six 55-minute periods. Employed students were required to attend a minimum of four classes each day. This classroom instruction normally consisted of one period of employability skills training, one of some type of individualized group instruction, one in English and/or remedial reading, and one in math. Previously unemployed work experience students were taken off the work experience schedule and put on a regular six period class schedule. This could happen anytime during the school year that a student might loose his job. In most instances the students would be so far behind that they could only expect additional failure.

In the model program all students who were not employed or happened to loose their jobs for any reason were kept in the program and received an additional two periods of some type of skills training and/or remedial instruction.

PRE-SERVICE ORIENTATION PLANNING AND TRAINING

Pre-service and in-service training for all participating instructors played a vital role in initiating and moving the model program forward.

Three pre-service planning meetings were conducted with vocational and technical administrative and supervisory personnel.

The objective of these meetings was to gain practicum approval and program guidance. The aims and emphasis of the practicum were fully discussed.

Prior to actual model implementation an orientation meeting was held in each of the two participating schools for the entire faculty and staff. These meetings were conducted by the work experience coordinators and the practitioner. In both instances approximately 85% of the school staff attended these regular scheduled faculty meetings. The program philosophy, objectives, and student selection criteria were all fully discussed. Future plans and expectations were also presented.

The sessions were closed with open discussions in which all were requested to express their views. As a result of these teacher feedback sessions, it became quite evident that teachers were in support of the program but felt that possible seventh and eighth grade students should be considered for enrollment along with the older ninth grade students.

It was explained that student selection criteria limited model program enrollment to the older ninth grade students for several reasons. First, far more ninth grade students needed the program than could be enrolled. Only one work experience teacher-coordinator was assigned to each school. Additionally, community surveys

indicated an extremely limited number of jobs available for the younger students due to employer insurance coverage. Apparently insurance rates were much higher for the younger students.

Numerous pre-service meetings were conducted with both instructional and model program support staff personnel. These group sessions were held primarily to identify, develop and compile instructional materials needed to implement the model program. There were sessions involving the total model staff and sessions involving only intra-school participants.

Attendance was voluntary as was program participation. As a direct result of numerous pre-service planning and work sessions, the model was refined and/or strengthened prior to its implementation.

TEACHER IN-SERVICE TRAINING

Several methods were employed in training and/or assisting instructional personnel in reinforcing their efforts. The model program in-service program had the following objectives:

1. To improve the curriculum by identifying, securing and developing on a continuous basis those instructional materials that linked vocational education and related subject matter to the particular learning pattern of the individual student.

2. To improve articulation of subject matter areas.

3. To familiarize the teacher with available school and community resources and materials.

4. To study, develop, try out and evaluate new procedures and practices.

5. To evaluate and re-evaluate on a continuous basis the accomplishments of program objectives.

IN-SERVICE PLANNING AND TRAINING

Nine one-hour after school in-service training and/or planning sessions were conducted for all program participants. Five of these sessions were conducted in one participating school and four in the other. In most instances participants were released from their school duties early to attend. The first meeting was conducted the first Wednesday afternoon following model implementation. The primary purpose of this session was to get feedback and give assistance wherever needed. This was followed by eight successive meetings held at two-week intervals til model conclusion and evaluation.

Attendance during the first half of the semester was superior to that of the last half. As previously pointed out, attendance as well as program participation was completely voluntary.

Unscheduled small group meetings were conducted after model implementation on a needs basis for planning and feedback. These sessions normally involved intra-school participants only and therefore were often conducted on school time reserved for planning.

INDIVIDUAL PLANNING AND TRAINING CONFERENCES

Daily planning sessions were held on an unscheduled needs basis between the model staff and the practitioner. These sessions centered on instructional materials identification, adaptation and development. Teachers were encouraged to work on problem areas and instructional methods that would improve their instruction. Student performance objectives were developed and tested for the employability skills or core area of instruction. These performance objectives became the foundation for the Employability Skills Instructors' Guide.

Most of these sessions were conducted during school hours on teacher planning time. However, three teacher planning days were also utilized.

OBSERVER ORIENTATION AND FEEDBACK

Scheduled and unscheduled briefings and/or feedback sessions were conducted with the practicum observers on both an individual and group basis. Through these sessions the observers were kept up to date on the activities and accomplishments of the model program. Their suggestions were often timely and helpful.

To be implemented as the county program it was necessary that two of the observers approve and recommend its acceptance. The

model was accepted and implemented as the county program at the beginning of the 1975-76 school year.

ENGLISH INSTRUCTION

Students in the model program were all enrolled in a basic English class. All students were not scheduled for English during the same class period but were integrated with students in two other basic English classes. This was the case in both participating schools. Therefore, only one English teacher in each school taught model program students. In both instances the teachers volunteered to participate in the activities of the program because of their interest in educationally disadvantaged students. Both teachers were female, one white and one black.

The basal text material utilized was from a program titled Plain English written jointly by Martyn and Kathleen Walsh and published by McCormick Mathers Publishing Company, 1973. The program is composed of a text-workbook called Plain English and a pocket size comprehensive guide titled Plain English Handbook. Plain English One written for seventh and eighth grade students was the workbook utilized. There is also a testing program included in the program at no additional cost. The cost of the handbook is $1.20 and the workbook is $1.50. Workbooks are also available for students in grades nine through twelve.

The handbook provides easy to understand rules of grammar and usage, simple definitions and clear examples.

The text-workbook is a complete learning guide within itself. Essential rules, definitions and applications are clearly presented. The book is divided into nine definite units of work. Therefore, the student was able to receive instruction according to his individual needs. The first unit develops sentence sense; each of the following units breaks the sentence into its component parts. There is also a unit on oral and written composition in which the students apply the fundamentals they have learned. The final unit is a review unit. Throughout the text-workbook there are many suggested activities. In addition to the ten lessons per unit, each of eight units has a spelling test and a vocabulary study.

The program provides for a thorough mastery of the mechanics of English and relates theory to usage through instruction, drill, review and theory. Through use of this program the teacher was able to determine how much English the students had learned to date. Thus, the test results determined the point of departure for the teacher. The test proved to be a definite aid to student learning as it is keyed to text lessons and therefore offers a quick and easy reference for deficient areas of instruction.

As a supplement to the Plain English program a paperback text, Vocational English, written by Albert Jochen and Benjamin Shapior was used. The text published by Globe Book Company, 1968, deals with things in the world of work. The instructional units are designed to aid students in learning ways to become more effective in both work and life situations. Units of instruction successfully utilized deals with the social and vocational as well as the academic aspects of the students life.

The text shows the student how English can be of value in vocational success. It is organized into short chapters, written in clear language. The functional rather than the rote approach to learning is stressed. Units of instruction that created a great deal of student interests were "Why the Worker Needs English", "How to Succeed at Your Trade", "Getting Along With People", "The Use of Leisure Time", "Getting the Most From Your Newspaper", and "Job Planning".

The unit of instruction, "Job Planning", fused exceptionally well with instruction received by students from their work experience teacher-coordinator. It reinforced skills training in job finding and job retention. Students wrote job application letters, filled out job application forms, and discussed the proper behavior for a job interview and success on the job.

READING INSTRUCTION

In Duval County, reading is emphasized throughout the English Departments of the individual junior high schools. Therefore, the departments are made up of English, reading, and developmental reading teachers. In most of our county junior high schools reading instruction is limited to the seventh grade. However, reading instruction was added on a limited basis as a new component of the model program. The Gates-McGinitie Reading Test was administered to determine which students should be enrolled in reading. The result was that 24 of the 57 students enrolled read at least four years below grade level. All of these students received remedial instruction by a regular reading teacher. Fifteen of these students were black -- eight boys and seven girls. Fifteen of the students were in one school and nine in the other.

Students in need of reading were placed in classes of not more than twenty students. Therefore, model program students received instruction along with other students of their same grade and level of reading.

The "Words in Color" approach, originated by Dr. Caleb Galtegno, was used. This proved to be quite effective in that it did reduce the learning time needed to master the basic skills of reading. The program apparently helped the students realize that they could really

rely on their perceptions. This was most important because these fifteen and sixteen year old students previously had not met with school success partly because of a lack of basic reading skills. Thus, many of these students felt for the first time that they were mentally equipped to make sense of reading. Along with the "Words in Color" approach, many other instructional materials and methods were used as enriching activities in order to keep the students' interest at a high level. Other reading materials consisted of individual study sheets. Reading selections from magazines, newspapers, and books were mimeographed for individual use. Special drills were given to students having poor sight vocabulary.

The tape recorder was used for students to read and listen to a replay of their voices. Most students were dissatisfied when they heard a replay of their reading and were eager for another chance.

The reading program was successful for the students as detailed in Chapter IV of this report. It is my opinion that work experience students who are in need of developing reading skills should all be scheduled for reading instruction instead of English. Students reading three and four years below grade level will continue to find it next to impossible to succeed in even the most basic grade level English course.

MATH INSTRUCTION

All the students enrolled in the model program were scheduled for basic or remedial math instruction. Like English, not all model program students were scheduled for math during the same class period but were integrated with students in other basic math classes. However, the same teacher in each school taught all model program students. Both teachers had volunteered to participate in the program activities because of their interest and past experience in working with the educationally disadvantaged students. One teacher was a white male and the other a black female. Both had more than ten years teaching experience.

The basal text used, Trouble Shooting Mathematics Skills, co-authored by Allen Bernstein and David Wells, is published by Holt, Rinehart and Winston Publishers, 1969. The text is unique in that every topic treated is optional for some students. It is designed to help students who are educationally disadvantaged or who have had major difficulities with the basic concepts and skills of elementary arithmetic and problem solving.

The professional materials in the Teachers' Edition discusses major error patterns of the disadvantaged math student. The interpretation of these patterns may mean what can be done to help the students. Thus, the teacher can help students through the analysis of their

mathematical behavior. This text has been used in the past in Duval County for basis math classes.

As a supplement to text material the Individualized Computational Skills Program by Bryce Shaw and Petronella Hiehle was used. This program is produced by the Houghton Mifflin Company. The Individualized Computational Skills Program (ICSP) is designed as a supplementary arithmetic program to help students who are weak in math skills. It has proven to be extremely effective for grades seven through nine.

The heart of this program is a sequential skills outline which lists and describes 123 basic math skills. All skills are grouped into twelve skill areas and listed in order of difficulty within each area. All the other components of the program are correlated with the skills in the outline. The outline shows the grade level where each skill is usually taught.

The skills are arranged in order of difficulty. Therefore, students' computational weaknesses were easily pinpointed by noting which problems they failed to answer correctly. For example, if a student had answered exercises one through six correctly on the inventory for percents and failed exercises seven through ten, his teacher would begin with skill seven or changing percents to decimal numberals. The teacher always gave the students additional

problems in the same area to determine if the problem was missed because of a careless mistake. Teacher judgment was a big factor in the skills placement of his students. The kit includes 460 pages of problems that provide exercises for the 123 skills listed in the sequential skills outline. Additionally, a series of standardized computational tests are provided. These tests may be used for finding a student's grade equivalence or for diagnostic purposes in determining the skills inventories the student needs to work in.

EMPLOYABILITY SKILLS INSTRUCTION

Employability skills instruction is the area of instruction previously referred to as group related studies conducted by the work experience teacher-coordinator. This area of instruction was designed to involve students in the employment-finding procedures, employer-employee relationships and the experiences that will directly benefit them in choosing a future vocation.

During this one-hour instruction period, the student learned about the world of work, personality traits, attitudes, appearance and job information. As earlier pointed out in this report, the students' class schedule was flexible and so therefore instruction in this area often extended into a second hour normally reserved for some type of individualized instruction. Additionally, unemployed

students had an additional two class periods of time that could be utilized in this area if determined necessary by the instructor.

A basal text, Succeeding In The World of Work, and its supplemental activities guide formed the foundation for employability skills instruction. Even though the text is somewhat difficult for many of the students to read unassisted, the information presented and the suggested student activities are relevant to the achievement of program objectives. Authors Grady Kimbrell and Ben S. Vineyard have combined their experiences received from working with educationally disadvantaged students and work experience programs to develop this text which brings together the essentials the student needs to understand in order to be successful in both work and life situations.

Every student enrolled was issued a text. However, it was definitely not the intent that the entire contents be covered. The text was provided as an aid, giving the teacher added flexibility and assistance in achieving the performance objectives of the program as outlined in the new Employability Skills Instructors Guide.

Instructional units of the basal text utilized effectively in the model program dealt with job finding skills, consumer skills, job opportunities and choices, and urban life skills or those skills necessary for living in an urban community. The latter unit included

information and activities designed to assist the students in gaining a knowledge and understanding of self and meeting adult responsibilities. Values, interests, aptitudes and abilities were discussed.

The text was supplemented by additional instructional materials that were compiled to increase skills in the areas of job finding, job retention, money management, and buying practices. These instructional materials were developed with the intent that each student be given individual copies. Additionally, the instructor successfully utilized them as overlays projecting them before the entire class for group discussions.

The content of these supplemental instructional aids can be divided into two major categories: 1) informative materials used to introduce subject matter and 2) classroom activities designed to enhance student learning.

The assignments included as classroom activities were used in a selective manner. While many of the activities were appropriate for all students, time did not permit them to participate in every activity. The activities were planned to develop a wide range of basic but essential skills, including oral and written communications, ability to organize information, and problem-solving skills. Situations were delineated, but in most cases fixed responses were not required. Thus, the emphasis was on student judgement and problem-

solving, fact finding, and analysis of information to make decisions.

The instructor was encouraged to initiate introductory discussions at the beginning of each new lesson. The purpose of the discussions were two fold: 1) to establish a discussion pattern reflecting critical thinking and questioning, and 2) to establish rapport between himself and his students.

In the beginning students were extremely reluctant to participate. It was assumed that this reluctance was due to past experiences with failure, peer group influence, and fear of giving wrong answers resulting in ridicule. Later individual and group confrontation verified this assumption.

ON THE JOB TRAINING

Although the placement of students on jobs for which they received wages served the objectives of the model program, student employment in itself was not a program objective. Other county programs emphasized student employment and of primary concern was the number of hours worked and wages received.

The job was used as a means of exposing students to experiences and training opportunities which were not otherwise available. Skills learned in school were applied on the job.

The school situation and the work-a-day world are vastly different in the extent to which they demand personal responsibility,

self management, inter-personal skills and independent productivity. On-the-job work experience is a proven means of meeting these needs so necessary for a successful adult adjustment.

Working for wages in actual business or industry, under a real employer, at the side of other workers who are busy earning a livelyhood proved to be a valuable educational experience for these students. Thus, on-the-job work experience continued to be a very important part of the program for the majority of these students.

The concept of on-the-job work experience education is based on the premise that many worthwhile educational experiences take place outside of the classroom. This has certainly been true for students in the model program.

On-the-job experience contributed directly to the students development by helping them learn saleable skills under actual working conditions. Students also had the opportunity to gain technical and related information relevant to their job or career goal. The on-the-job experiences gained by the student workers have helped them accept and/or adjust to their school responsibilities as well as their job responsibilities. This has been verified by the numerous employer evaluations, submitted on the students detailed in Chapter IV of this report.

The work experience coordinator established a close working relationship with his students' employers and/or job supervisors. Apparently his efforts paid off in educational benefits for his students.

The work experience coordinator must work very closely with the students' employers and/or job supervisors if the full educational benefits are to be derived from the program. A lack of communication between the work experience coordinators and the students' employers has been a major weakness of our county program.

The on-the-job part of the program carried specific responsibilities for the coordinator in addition to assisting the students in job placement. For example, it was he who orientated employers and potential employers on the purpose and methods of the program. It was of course the responsibility of the employers to orientate students on their new jobs.

The coordinators' periodic on-the-job visits with students and employers proved to be of extreme importance in developing a sound and practical program for the students to follow.

Often problems arose on the job that required the combined efforts of the coordinator and employer. It was probably because of this combined effort that student employment became more stable than in the past. In many instances the employer expressed a sincere interest in the students classroom progress.

Several administrative forms were utilized to evaluate student job performance. Examples of these evaluation instruments are included in the appendix of this report. Additionally the results are discussed in Chapter IV.

Industry cooperation with the program resulted in stable part time employment for all but nine students. A basic assumption of the program has been that employment orientation best comes from job situations in the community.

The following is a partial list of actual job sites where model program students were employed:

1. J. C. Penney Company, Inc.
2. Howard Johnson's Motor Lodge
3. Duval Appliance Store
4. Goodyear Tire and Rubber Company
5. American Bonded Brake
6. Weather's Engineers-Air Conditioning and Heating
7. Burger King
8. Econo-Travel Motel
9. U. S. Naval Air Station
10. Graves Septic Tank Service
11. Nolan Roofing Company
12. Pizza Inn
13. Bob's Service Station
14. Segraves Wrecker Service
15. Cassat Avenue Exxon Service Station
16. Florida Times-Union
17. O'Steen Construction Company
18. Publix Food Store
19. Winn Dixie Food Stores, Inc.
20. Ortega Farms Nursery
21. Riverside Nursing Home

CONSUMER SKILLS INSTRUCTION

Consumer skills were taught as a unit of instruction in the employability skills class. This unit of instruction was designed to increase skill in buying consumer goods and services. Information in the following areas were included: automobile, furniture, appliances, guarantees, repairs, foods, clothing and medical care. Exercises were provided to increase skill in the area of money management.

This was one area of instruction that the student information handouts and activities previously discussed under Employability Skills Instruction were used extensively. The exercises on "Food: Planning and Budgeting" and "Frauds" created a great deal of student interest. Most of the students had little knowledge of food costs.

A television series, Consumer Education, has been designed and produced as a cooperative effort of the Business Education, Home Economics and Social Studies Departments of the Duval County School Board. The teleseries was designed for broadcast on a fixed schedule to senior high schools by television. This teleseries will be used as the foundation for consumer education in the county's revised work experience program for the 1975-76 school year. The program will provide instruction in the day-to-day consumer activities of our community. Instruction will be in the same areas covered by the model program.

The teleseries will broadcast a different lesson weekly for 11 weeks. The twenty minute program will be presented nine times each week. Therefore, viewing will not be a problem.

A teacher's guide and workbook will be available with the series. The teleseries, coupled with other informative materials and classroom activities developed and compiled for the model program, will provide a well rounded consumer education unit of instruction for the county's revised program.

Examples of instructional materials used in the model program are included in the appendix of this report.

SKILLS TRAINING FOR ENTRY LEVEL JOBS

Skills training for entry level jobs was provided for unemployed students and those students who did not report to work until after the regular school day concluded. Students on an individual basis were often encouraged to participate in this training during time normally reserved for individual and/or remedial instruction. It was the work experience coordinator who determined which students could benefit most from this type training.

Skills training was provided for entry level jobs in the areas of small gasoline engine repair, service station attendant, building maintenance, and food services. Previously, this was not done in any Duval County junior high school work experience program.

Unemployed students or those students who lost their jobs for any reason were not placed back on a regular school schedule as in the past but received additional instruction in one or more of these skill areas. Course materials originally developed for use in a senior high school vocational program were adopted for use. Self study and additional exploration were encouraged through questions and other classroom activities.

Thus, the model program not only provided for on-the-job work experience but provided skills training for entry level jobs in four areas. Examples of task developed are found in the appendix of this report.

Nine students, five boys and four girls, received a minimum of two class periods of skills training daily for the entire period of model program operation. These were the students who never were employed.

Additionally, of the total 57 students enrolled, 23 received skills training in one or more of these areas for varying periods of time. These were the students scheduled for training after either losing or quiting their jobs. Many of these students were placed on jobs that permitted their skills training to continue as their employment did not interfer with regular school hours. Students were not permitted to go home prior to the end of the school day when their

jobs started after regular school hours. This was the case of nearly half of these 23 students. The remainder of students dropped skills training once employed again. Students losing their jobs the second time were scheduled for skills training for the remainder of the school year. This only applied to five students or two black girls, one black boy and two white boys.

The girls received skills training in food services and the boys in building maintenance for the remainder of the school year.

TABLE 1

Skills Training for Nine Unemployed Students

Instructional Area	Boys		Girls	
	Black	White	Black	White
Small gasoline engine repair	0	2	0	0
Service station attendant	1	0	0	0
Building maintenance	1	1	1	0
Food services	0	0	2	1
TOTALS	2	3	3	1 = 9

TABLE 2

Skills Training for Twenty-Three Temporarily Unemployed Students

Instructional Area	Boys		Girls	
	Black	White	Black	White
Small gasoline engine repair	4	3	0	0
Service station attendant	1	1	0	0
Building maintenance	3	2	3	0
Food services	1	2	2	1
TOTALS	9	8	5	1 = 23

SMALL GASOLINE ENGINES REPAIR

Skills training for small gasoline engines repair was probably the most effective. At least that is what student feedback indicated. The reason no doubt was because of the quality of instruction. A fully equipped shop was available for this training. The instructor was a full time staff member trained in the area.

Model students who received training in this area were easily integrated with other regular scheduled students. Instruction was basically on an individual basis. Therefore, all students did not necessarily work on the same task at the same time. Demonstration and explanation followed by student performance was the basic instructional method used.

SERVICE STATION ATTENDANTS

Skills training for service station attendants was the weakest area of job skills training. The schools just did not have available the in-house personnel who could adequately assume the instructional role. Therefore, the already busy work experience teacher-coordinator assisted by the occupational specialist assumed the instructional duties. This resulted in a great deal of guided but independent study for the students. Group as well as individual occupational exploration sessions were conducted.

On two occasions employers of program students gave classroom presentations spelling out their expectations of service station attendants. These presentations as judged from student responses stimulated a great deal of interest. These resource personnel were of the opinion that the program would be successful if it could create positive change in student behavior.

BUILDING MAINTENANCE

Building maintenance instruction was a result of the joint efforts of the work experience teacher, area supervisor of custodians, head school custodian, and occupational specialist.

Most building custodians learn their skill while working on the job. Skills training for students came primarily from working on a job side by side with other school custodians and maintenance personnel. The head school custodian was the students' supervisor.

On numerous occasions the area supervisor assisted by giving briefings and conducting discussions. However, demonstration and explanation followed by student performance was the basic instructional method used.

FOOD SERVICES

Skills training was offered students to provide them the entry level skills for the food service industry. The training was designed

to aid the students in seeking employment in restaurants, cafeterias, school lunch rooms and short order cafes. A student might also seek employment as a cafeteria assistant, food demonstrator or in some type of food processing plant.

Instruction in this area was a joint effort of the school area cafeteria supervisor, school cafeteria manager and assistant manager and, in one school, a home economics teacher. The school cafeteria manager assumed the primary instructional role.

The main purpose of the training was to acquaint the students with the broad field of food service and the career opportunities open to them.

Occupational specialists assisted the students by making them aware of the numerous food service occupations open to them. Film strips and motion picture films were viewed on the various types of food service occupations and their tasks. Students were encouraged to do independent study and exploration.

Actual skills training for the students came from their working on the job in a school cafeteria side by side with full time cafeteria workers. The cafeteria manager was the students' work supervisor and was therefore responsible for evaluating their performance.

Many of the task performed are identified in the appendix of this report on the "Tasks Detailing" sheets. However, it is not to be

misunderstood that all tasks listed were performed. It would take a much longer period of time to accomplish this objective. However, this is the objective of our revised county program.

GUIDANCE AND COUNSELING

Guidance concepts in our typical junior high schools advocate togetherness for the counselor and his client. This translates as general guidelines for student decision-making. For example, directing the educationally disadvantaged student to take some type of shop while refusing to become involved in any type of discipline problem that might evolve. As a whole our guidance counselors lack an understanding of the world of work. They have a shallow understanding of the vocational occupations. Their academic background have not prepared them to properly present the world of work to these students who need the information the most.

Model program guidance services including vocational guidance and counseling were supported by the schools' guidance departments. Each guidance department had assigned two guidance counselors, one occupational specialist and a school social worker. Thus, the vocational guidance capability of the department was greatly enhanced by the assignment of a full time occupational specialist.

The 1974-75 school year was the first time that such a specialist had been assigned to a junior high school on a full time basis. This gave the model program the opportunity to utilize the services of this school resource worker while helping to define their duties to program advantage.

Joint efforts of the occupational specialist, guidance counselor, school social worker and the work experience coordinator greatly enhanced the program's capability for meeting student needs on a person to person basis.

Program staff members made their services available both before and after school. The counselors, occupational specialists, and social workers maintained an open door policy. Thus, many of the students they saw were self-referrals.

Occupational counseling was conducted by the work experience coordinators, guidance counselors, and occupational specialists. It was the opinion of all that career development education and occupational exploration was essential if the program was to prove successful.

Job placement was seen as a joint responsibility. Through the work experience coordinator assisted by the occupational specialists assumed the major role by establishing community contacts. A comprehensive listing of employers is maintained on a continuing basis.

There were practically no jobs available for seventh and eighth grade students because of their younger age and employer insurance coverage. Only ninth grade students had been enrolled in the model program.

Guidance and counseling services were present throughout the entire model program. Counselor services focused upon the following areas:

1. personal problems
2. disagreements with teachers, other students, parents, etc.
3. change in career interest
4. qualifying for a job
5. finding a job
6. class scheduling
7. report cards and school records
8. conduct research and evaluation
9. conduct career counseling
10. visit classes to discuss guidance services and/or any other subject students wanted to discuss
11. knowledge and use of community resources
12. group guidance sessions

The school social workers had as their main function the task of bringing about a close cooperation and understanding between the students' home, school and community. Their services focused upon the following areas:

1. free lunches
2. medical and/or dental needs
3. vision problems
4. referral to community agencies or school departments for help

5. personal or home problems
6. attendance problems
7. transportation needs
8. clothing needs
9. court problems

All but 14 of the model program students were eligible for and received free lunch. This is a good indication of the economic status of the families of the enrolled students.

Students new to the program made their initial contact, in most instances, through the school visiting teacher or social worker. The social worker interviewed both students and parents and made recommendations to guidance. Once the student was screened to determine eligibility, he was interviewed extensively by one of the counselors and the occupational specialist. However, as previously pointed out, it was the guidance counselor who made the final determination as to enrollment.

OCCUPATIONAL SPECIALIST

In general, the occupational specialist fulfilled the following tasks in support of the model program:

1. They assisted in the development of instructional materials based on input from the practitioner, teachers, counselors, students, business and industry.

2. They acted as consultants to the work experience coordinators as to the feasability of student activties that involved the community or world of work.

3. They acted as resource persons in the implementation of career awareness and exploration in the model program.

4. They acted as an aid or consultant in the dissemination and adaption of model program instructional materials.

5. They acted as a consultant to guidance counselors in the updating of career guidance materials.

6. They gave career guidance to students.

7. They acted as a liaison between the model program and the community in arranging for career oriented resources, such as field trips, speakers, work experience opportunities, and out of school career exploration opportunities.

8. They established commitments on the part of business and industry as to their contribution to career education, such as field trips, speakers and work experience training.

9. They acted as an assistant to the work experience teacher-coordinator on a needs basis.

10. They supplied feedback to the practitioner on model program activities. By the nature of their job, they were more mobile than any other staff member.

COMMUNITY RESOURCES

The model program organized for community involvement with a realistic approach. It utilized the services of skilled persons including tradesmen, professionals, industrialists, and parents. Resource personnel came into the schools to expand the students awareness of

the world of work, and parents served as both resource people and aids. The P.T.A. showed a highly favorable response to the program in one school by contributing money to help pay for field trips.

Model program students visited as a group five different on-the-job sites. Focus was on the workers and their many different careers. Questions were answered concerning employment possibilities, educational requirements, wages, and fringe benefits.

The most successful and/or interesting field trip taken was one to a local aircraft overhaul and repair facility. Students observed the many different jobs there from aircraft cleaner to electrical engineer. The vocational specialist pointed out the job skills and interests needed for each job they observed. A vocational specialist accompanied the work experience teacher-coordinator on all field trips.

Students were encouraged by numerous job supervisors to remain in school and complete their education.

Employing community resources to program advantage required advanced planning and a knowledge of the community resources available. Therefore, one of the very first steps taken by the work experience teacher was to compile an inventory of community resources that could be used effectively in his program. This initial inventory was compiled prior to model program implementation. However, after program implementation, it was decided that the students should have

an input based on their own needs and desires. As a result the inventory was significantly expanded.

The model work experience program established communication and became involved with a large number of community agencies. Agencies utilized by the model program are listed below.

1. Youth Resources Bureau
2. Juvenile Court
3. Child Guidance Clinic
4. Pupil Welfare Services
5. Division of Family Services
6. Public Welfare Office
7. Youth Opportunities Center
8. Vocational Rehabilitation
9. Florida State Employment Office
10. University Hospital Clinic
11. Neighborhood Youth Corps
12. Lions Club
13. Social Security Office
14. Jacksonville Police Department
15. Big Brothers (Optimists Club)
16. Urban League
17. Boys Clubs of America

Most of the students enrolled in the model program were involved with one or more of the above listed agencies. The following are just a few anecedotal examples:

> James K. needed to work to supplement family income. His father is dead and his mother works as a maid. There are five children in the family; James is the oldest at age 16. Economic aid was essential for James to remain in school. James is representative of at least five model program students employed through the Neighborhood Youth Corps.

Stanley P., a black male age 16, has lived in nine different foster homes during the past five years. When Stanley was enrolled, he was classified as a discipline problem. He was belligerent, resentful of all authority and distrustful of everyone. The previous school year he had been absent from school over half the school year -- 97 days. He had been suspended from school six times. During the course of the program, Stanley's attitude gradually began to change. His relationship with his juvenile court counselor and faculty members improved. He was suspended only one time for fighting. His discipline referrals were less than half of a year ago. Though he lost his job as a service station attendant apparently because of a lack of responsibility, he remained in the program and received skills training in that area. He has remained in the same foster home todate. His school attendance has increased by approximately 30%. He has been referred to the Youth Resources Bureau for counseling for his past poor attendance record.

Bruce C. is a white male age 16. Prior to enrollment in the model program, Bruce read at fifth grade, third month level as measured by the Gates-McGinitie Reading Test. After approximately 17 weeks of reading instruction, he showed a five month reading improvement. Bruce was suspended four times during the 1974-75 school year as compared to none since his enrollment in the program. Bruce was absent 62 days during the 1974-75 school year; he has been absent only eight times during the past 17 weeks. He receives guidance through the Big Brother's Community Program sponsored by the Optimists Club.

Stella T., a 16 year old white female, lives with her divorced mother. She was considered a discipline problem, receiving 53 discipline referrals resulting in five suspensions during the 1974-75 school year. When Stella entered the program, her reading comprehension level was established at grade 5.8 by the Gates-McGinitie Reading Test. By June 1975, Stella's reading level had increased to grade 6.6 based on the same test. Stella is employed part-time at a local

nursing home and has expressed an interest in a work study program that enables her to continue her work at the nursing home. Stella was absent from school only five times during the last semester compared to 22 absences during the 1974-75 school year. She is no longer required to take group counseling sessions conducted by the juvenile court. This was due to the recommendation of her work experience teacher-coordinator who established a very close working relationship with the juvenile court counselors.

INSTRUCTORS GUIDE

As a direct result of this practicum an instructors guide of performance objectives for employability skills or the core area of instruction was developed. The performance objectives utilized in this guide were designed to aid students in learning ways to become more effective in both work and life situations. More specific, objectives are to develop skills in the areas of job finding, job retention, proper attitudes, money management, and buying practices or consumer skills. Career exploration is stressed through activities of the guide.

The guide was designed specifically for the employability skills area of instruction conducted by the work experience coordinator. However, many of the activities were carried over into time alloted for other areas of instruction on a needs basis.

The combination of the instructors guide along with other instructional materials developed and compiled for the model program

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The goal of the practicum was to design a model work experience program that would meet the needs of educationally disadvantaged junior high school students. A further goal was to gain adoption of the model as the county-wide Work Experience Program.

The evaluation of the practicum is limited to the extent that the instruments were valid, that the professional integrity of the teachers, support staff personnel, work experience teacher-coordinators and observers was upheld, and that students were truthful in answering questions and expressing their opinions. The evaluation was further limited to the extent that students performed at their best on written examinations and that students selected for the control group and comparison or sample group met basically the same criteria as students enrolled in the model program.

Evaluation of the model program was a continuous process conducted by the practitioner, Supervisor of Vocational-Technical Education, Supervisor of Business Education, Supervisor of the Apprenticeship Training School, Jacksonville Naval Air Station, Jacksonville, Florida, and numerous other school officials including junior high school principals.

The model was tested experimentally and evaluated with respect to six specified objectives by comparing the model group with a control group and a randomly selected group of the same type of student.

A list of randomly selected students was compiled from students who would be eligible for enrollment in the model program if it were to be enlarged. Fifty students enrolled in two different schools were identified. It was not the intent to compare this sample group with model group students in all areas of model group evaluation. However, it was compared in reference to attendance, discipline referrals, suspensions, and juvenile authority contacts.

The following hypotheses served as guides for the investigation or evaluation:

1. The truancy rate for students enrolled in the model program will be significantly lower than their previous rate. The truancy rate for students in the control group and other work experience programs will be higher.

2. The number of referrals to the deans' office for behavioral reasons resulting in suspension will be significantly lower for model program students than for control group students.

3. Students enrolled in the model program will show a significant increase in academic achievement as measured against previous year's grades and control group students.

4. Students enrolled in the model program will obtain employment easier and for longer periods of time than students in the control group. They will earn more money because they will work more hours and their employment will not be terminated.

5. Students enrolled in the model program will receive higher evaluations in the job supervision ratings.

6. The model program based on motivation through positive reinforcement and relationships in the instructional process, academic subject matter, work and vocational exploration will create a more suitable learning environment for the students.

7. The model program will be accepted by secondary school principals as a good program for meeting the needs of those students who they have classified as the "left overs".

8. The model program will be more socially and academically beneficial than the traditional program as measured by student attendance and grade point average.

9. The Duval County School System will accept the model program and employ it in other schools.

Specifically, the extent to which this practicum succeeded in the attainment of stated objectives was determined by both inter and intra group comparisons on the basis of:

1. percent of attendance,

2. number of referrals to deans' office for behavioral reasons, including truancy,

3. number of suspensions,

4. number of juvenile authority contacts,

5. number of students gainfully employed, and

6. student interest, morale, and general attitudes toward school and work.

Pre- and post-student interviews, opinionative check lists, questionnaires, observations and school records were used to gather data. Student interviews and feedback sessions were a primary means of gathering data.

Other instruments utilized to gather data included class registers, the official State Records of Attendance, students' cumulative records, and student progress reports submitted by teachers and employers.

ATTENDANCE

Data relative to school attendance and dropout rate were collected from the class registers or the official State Records of Attendance and the students' cumulative records. The ratio of days attended to the total number of school days enrolled yielded an attendance rate. Attendance rates were computed on all model group, control group, and sample group students for the semester prior to model implementation and at the conclusion of the semester of model operation. The results or attendance rates are included in Table Three.

TABLE 3

ATTENDANCE RATE

	Prior to Model	Conclusion of Model
Model Group	82.5	87.0
Control Group	85.0	83.5
Sample Group	83.5	82.0

The computed averages indicate a significant improvement for students in the model group. This was due in part to the decreased number of suspensions necessitated by student misbehavior.

Table Four shows the number of referrals for the period of model operation only.

TABLE 4

NUMBER OF DISCIPLINE REFERRALS TO DEANS' OFFICE

Reason for Referral	Model Group	Control Group	Sample Group
Wilful disobedience	8	8	7
Open defiance of authority	3	3	3
Use of profane language	6	5	5
Excessive talking	0	6	4
Misbehaving, distracting others	8	13	11
Fighting	2	6	4
Not prepared for class	8	12	10
Habitually late to class	2	8	5
Skipping class	6	21	13
Skipping school	3	7	7
Total Referrals Received	46	91	69

Model program students had received 73 referrals the semester prior to model implementation compared to the control groups1 61 and the sample groups' 54.

TABLE 5

NUMBER OF TIMES STUDENTS SUSPENDED
SEMESTER PRIOR TO MODEL IMPLEMENTATION

	BOYS		GIRLS		TOTAL
	White	Black	White	Black	
Model Group	6	5	2	3	16
Control Group	5	4	2	2	13
Sample Group	4	3	1	2	10

Most students receiving suspensions were suspended two or more times during the reporting period. Most suspensions ranged from two to five days.

TABLE 6

NUMBER OF TIMES STUDENTS SUSPENDED
DURING MODEL OPERATION

	BOYS		GIRLS		TOTAL
	White	Black	White	Black	
Model Group	1	2	0	2	5
Control Group	4	6	3	3	16
Sample Group	3	5	1	2	11

NUMBER OF JUVENILE AUTHORITY CONTACTS

Data collected from juvenile court officials indicate that enrollment in the model program did not reduce the number of confrontations with law enforcement agencies resulting in juvenile authority intervention.

Model group students had three confrontations during the 1974-75 school year. One of these confrontations was prior to model enrollment. During the same period of time, control group students had four confrontations and sample group students had three confrontations.

STUDENT EMPLOYMENT

Student employment though not essential for program survival was an important aspect of student training. Prior to the addition of the new component, Job Skills Training, work experience students not employed were placed back on a regular school schedule. However, with the addition of skills training for entry level jobs, the program became effective for the unemployed as well as the employed student.

Student employees enrolled in the model program were expected to build observable positive attitudes toward employment as exhibited by the following positive trends:

1. more helpful to their supervisors,
2. easier to work with or supervise,

3. developing skills to get the job done,
4. attitudes conducive to good working relationships,
5. building self-confidence,
6. habits of punctuality,
7. better attendance records,
8. courtesy and politeness,
9. confidence to work on their own,
10. truthfulness.

The skills obtained in the academics of the model program coupled with sheltered job experiences were a natural combination for student training to accomplish the aforementioned goals.

Student employment evaluation results are based on the following reports:

1. The Student Progress Report made by employers lists 9 criteria for rating individual student employees. All job supervisors were requested to complete this form for each student employee assigned to him. All questions were not answered on the forms returned; however, only questions clearly answered are reported.

   The 9 criteria for evaluation and cumulative responses are included in Table 7. A representative form which has been completed by an employer can be found in the appendix. A total of 38 completed evaluations were received and are thus reported.

TABLE 7

STUDENTS' JOB EVALUATION

Criteria		Supervisor's Ratings		
		Very Well	Average	Below Average
1.	Job competence	11	24	3
2.	Response to supervision	13	23	2
3.	Ability to get along with fellow workers	21	16	1
4.	Represent the company	16	28	4
5.	Dependability	20	15	3
		Yes		No
6.	Progress, satisfactory growth	35		3
7.	Attendance, punctuality	35		3
8.	Initiative	35		3
9.	Appearance	36		2

The results indicate conclusively that employers were basically satisfied with their student employees.

2. The Work Experience Program Supervisors' Report was utilized to determine student progress on the job from the time employed until the conclusion of the practicum. Thus, the report or evaluation was submitted approximately one month after implementation of the model program and again at the conclusion of the school year.

   The results indicate a positive change in the students' behavior as indicated by Table 8. Only data is recorded on the 25 students who were employed by the same employer throughout the practicum.

   A copy of the Supervisors Report is included in the Appendix of this report.

TABLE 8

STUDENT JOB PROGRESS AS MEASURED BY THEIR SUPERVISORS

Beginning						
Good	Bad	Cannot Tell		Good	Bad	Cannot Tell
18	4	3	1. Helpful	25	0	0
12	6	7	2. Easy to work	23	2	0
13	6	6	3. Skills--"Get the job done"	22	3	0
16	4	5	4. Attitude toward work	20	3	2
11	8	6	5. Self-confidence	16	5	4
10	10	5	6. Confidence--work on their own	17	5	3
17	8	0	7. Punctual--get to work on time	23	2	0
19	6	0	8. Attendance	23	2	0
18	4	3	9. Politeness	24	1	0
6	3	16	10. Truthful	25	0	0

The high number of students rated good at the beginning indicates that the program apparently benefited those students of higher potential or the ones who really wanted to work.

STUDENT INTEREST MORALE AND GENERAL ATTITUDE

Model group students interest, morale, and general attitude toward school, work, authority, and self were greatly improved. This was verified by the numerous verbal and written reports received from teachers and employers. The increase in percent of attendance, the decrease in referrals for misbehavior, and the decrease in suspensions are all indicative of student improvement in this area.

Additionally, pre-enrollment interviews had revealed a low self-image and general dislike for school and authority. However, numerous group feedback sessions and individual post-enrollment interviews indicated improvement in the students' feelings of self-worth and pride in their ability to cope with the demands of society and the world of work.

Pre- and post-data relative to achievement in academic areas of reading, English or communication skills and mathematics were collected from students' cumulative record. Pre- and post-tests were administered to students in the model program in mathematics and reading.

READING

The Gates-McGinitie Reading Test was administered pre- and post-model implementation to both model group and control group students. The pre-evaluation was completed by 51 model group students and 44 control group students.

Of the 51 model group students tested, 24 were reading a minimum of four years below grade level on the pre-test. All of these students received remedial reading instruction.

Of the control group students tested, 18 were reading a minimum of four years below grade level. These students were

enrolled in regular English classes, a normal procedure for ninth grade students in Duval County.

Post-tests were administered to 23 of 24 students receiving remedial reading instruction. The results indicate that all students improved a minimum of one month for each month of reading instruction.

TABLE 9

	MONTHS OF IMPROVEMENT							
	5	6	7	8	9	10	11	12
Number of Students	12	3	4	1	0	2	0	1

All scores, both pre and post, are provided for the control group in Table 10 and Table 11. None of these students received remedial reading instruction.

Pre- and post-test scores for the control group showed the following results in reading instruction:

TABLE 10

Pre-Test--Control Group

Number of Students	Raw Score	Grade Score
1	24	4.5
1	25	4.7
3	26	4.8
9	27	5.0
4	28	5.1
0	29	5.3
0	30	5.6
4	31	5.8
1	32	6.0
3	33	6.3
3	34	6.6
5	35	7.0
2	36	7.3
5	37	7.6
1	38	8.0
1	39	8.4
1	40	8.8
0	41	9.2

Total 44 students tested

TABLE 11

Post-Test--Control Group

Number of Students	Raw Score	Grade Score
1	22	4.2
0	25	4.7
2	26	4.8
9	27	5.0
7	28	5.1
0	29	5.3
1	30	5.6
3	31	5.8
0	32	6.0
2	33	6.3
2	34	6.6
6	35	7.0
2	36	7.3
4	37	7.6
2	38	8.0
1	39	8.4
0	40	8.8
0	41	9.2
1	42	9.5

Total 43 students tested

There were 53 students identified for the control group. However, test scores were not available for all students due to their absence on on test dates.

TABLE 12

STUDENT GRADES ONE SEMESTER PRIOR TO MODEL IMPLEMENTATION

	ENGLISH					MATH				
	A	B	C	D	E	A	B	C	D	E
Model Group	0	0	11	30	16	0	0	14	27	17 = 57 students
Control Group	0	0	14	27	12	0	0	15	25	13 = 53 students
Sample Group	0	0	14	27	9	0	0	18	23	9 = 50 students

TABLE 13

STUDENT GRADES AT CONCLUSION OF MODEL PROGRAM

	ENGLISH					MATH				
	A	B	C	D	E	A	B	C	D	E
Model Group	0	5	22	28	2	0	4	41	12	0 = 57 students
Control Group	0	1	13	29	9	0	2	9	33	8 = 52 students
Sample Group	0	0	9	29	12	0	0	11	30	9 = 50 students

All model program students were promoted to the tenth grade. Most students indicated they would enroll in the tenth grade work experience program. To date no follow up investigation has been conducted to determine the number who actually did enroll.

SUMMARY OF EVALUATION

Insofar as the instruments were valid, the data reliable and complete, and students were selected for the model, control and sample groups with common criteria, the data indicate the following conclusions:

A. Students enrolled in the model program as compared to students in the control and sample groups or students of similar backgrounds and ability:

1. attended school more regularly,
2. received fewer referrals to deans' office for behavioral reasons including truancy,
3. received fewer suspensions,
4. received more individual and group counseling,
5. acquired more entry level job skills,
6. received more remedial instruction on an individual needs basis in English, reading, and math, and
7. developed more positive attitudes toward school, work, family and self.

B. Enrollment in the model program did not appear to have any effect toward confrontations with law enforcement agencies resulting in juvenile authority contacts with the exception of referral for truancy.

C. Teachers in the model program utilized more of a variety of teaching techniques more often than teachers in regular academic type programs. They received more pre-service and in-service training

and a larger variety of instructional materials were made available for their use.

D. The revised work experience program in Duval County Florida can expect to be more effective toward serving the needs of the educationally disadvantaged students identified as potential school dropouts.

CONCLUSION

At the conclusion of this practicum it is clearly evident through evaluation, observations, and discussions with teachers, parents, students, and other community members that the model program has been successful.

Success of the model program cannot be entirely measured by the six specified objectives of the practicum evaluation or any other standardized instruments. A more valid measure of success appears to come from the day-by-day contact and having a keen awareness of the individual student personalities affected by the program. Subtle changes in behavior and attitudes, impressions, and responses observed as students met with success have been most encouraging and rewarding.

Many of the real accomplishments of the program cannot be measured and thus vital questions concerning model program students are not answered in this report. For example, how many habits have been developed which will lead to a more successful adulthood? How many students did not drop out of school due to the program? How many students now see school as worthwhile instead of unnecessary and unneeded?

The model program was approved and implemented as the Duval County program for the educationally disadvantaged and/or dropout prone students in fourteen junior high schools at the commencement of the 1975-76 school year. Additionally, one school added a second coordinator which enabled it to double its student load.

There appears to be an immediate need for expanding the county program in at least half of our junior high schools. However, expansion no doubt will be limited due to the austere school budget.

Only ninth grade students were enrolled in the model program. Many principals, however, objected to the exclusion of the younger junior high school students in the program. Thus, the doors for enrolling the younger students have been left open. Though it is interesting to note that only one school actually did enroll other than ninth grade students at the beginning of this school year.

There is some difference of opinion as to what happens after the ninth grade. A high school program is being experimented with in the tenth grade. Much of the instructional materials developed and compiled for use in the model program are also being utilized in this tenth grade program. Most students are presently locked into work experience programs once enrolled in senior high school programs. Hopefully, the tenth grade program will be kept flexible and as near to the regular high school program as possible. This will enable students who have the ability and interest to transfer to a regular high school vocational program and proceed to graduation.

I extend my sincere thanks to the three practicum observers for their attention afforded this practicum. Copies of their letters of evaluation are included in the appendix of this report.

RECOMMENDATIONS

On the basis of the findings and the conclusions of the evaluation, the following recommendations are made:

1. That the revised program continue to be evaluated in the terms of meeting the performance objectives of the newly adopted Instructors Guide.
2. That care be exercised in screening and selecting students so that optimum benefits will be derived

from the program. Ninth grade students should be given enrollment preference.

3. That pre-service and in-service training be conducted on school time for all participating faculty members, with special emphasis on the characteristics of the educationally disadvantaged dropout prone students.
4. That a more extensive use of educational technology be investigated.
5. That teacher aids be employed to assist the work experience teacher coordinators in job skills training areas of instruction.
6. That the tenth grade work experience program be kept flexible and as near to the regular high school program as possible. This will enable any student who has the ability and interest to transfer to a regular high school vocational program and proceed to graduation with the minimum loss of time.

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WORK EXPERIENCE PROGRAM

STUDENT'S AGREEMENT

The Work Experience Program is planned to develop a student academically, economically, and socially. There are definite things that must be done. There are responsibilities the student must realize and agree to in order to make the program successful to the fullest extent.

As a condition for acceptance into the Work Experience Program, I therefore agree to the following:

1. To be regular in attendance at school and on the job.
2. To be on time at school and on the job.
3. To notify my employer and teacher-coordinator by 10:00 a.m. in case of necessary absence.
4. To accept counseling and guidance from the teacher-coordinator cheerfully.
5. To perform study assignments with earnestness and sincerity.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself, the program, and school.
7. To know that the teacher-coordinator is the recognized authority for making adjustments or changes in the training on the job.
8. To know that if my conduct or work is not satisfactory, my training can be discontinued and I will be asked to leave the program. Time on the job is an extension of the school day for which school credit is given; therefore, school regulations and company policies prevail.
9. To have my parents sign this agreement.
10. If recommended by my teacher-coordinator, I will attend regular summer school while I am working during the summer.
11. Students are encouraged to have accident insurance, either school or commercial.
12. To accept that the job belongs to the school system.
13. Student must report as soon as possible to the teacher-coordinator any problems on the job or in school.
14. Students who are unemployed at any time shall remain in school the entire school day.
15. Students are encouraged to make provision for savings and for budgeting.
16. Parents agree not to contact training agency except in case of emergency.

DATE_____Student's Signature_____

DATE_____Parent's Signature_____

APPENDIX B

WORK EXPERIENCE

_____SCHOOL

TRAINING AGREEMENT

Student-Trainee_____

Training Agency_____

Type of Training_____

It is understood that the student-trainee will receive a well-rounded number of work experiences in all available phases of the occupation to the end that, at the conclusion of his training period, he will have participated in all kinds of work that are expected of an employee of the classification for which he is preparing.

It is the obligation of the training agency and of the student-trainee to conform to the agreed work schedule each school day. It is further understood that the student-trainee shall be subject to all rules and regulations concerning employees.

The training may be discontinued at any time by any of the persons signing this agreement, but each agrees to notify the other in advance.

_____	_____
Student-Trainee	Training Agency
_____	_____
Parent or Guardian	Principal
_____	_____
Date	Coordinator

STUDENT PROGRESS REPORT
(Made by Employers)

Name of Student Worker _____ Date _____

Job Supervisor _____

1. Job competence--How well does this student meet your normal standards of performance? Very well _____ Average _____ Below average _____

2. Progress on the job--Is this student showing evidence of satisfactory growth? Yes _____ No _____

3. Relations with other people:
   A. How well does this employee respond to supervision?
      Very well _____ Average _____ Below average _____
   B. How well does this student get along with fellow workers and vice versa?
      Very well _____ Average _____ Below average _____
   C. How well does this employee represent your company in public contacts?
      Very well _____ Average _____ Below average _____

4. Attendance--Has employee's record of punctuality and regularity been satisfactory? Yes _____ No _____

5. Dependability--How well does he accept responsibility and follow instructions carefully? Very well _____ Average _____ Below average _____

6. Initiative--Does he have constructive ideas? Is he a self starter? Yes _____ No _____

7. Appearance--Does this employee meet your standards of grooming for this job? Yes _____ No _____

8. General comments:
   A. Student could profit from suggestions for improvements in these areas:
      _____
      _____
   B. Student appears to show strength in these areas: _____
      _____
   C. Additional comments or suggestions: _____
      _____

9. Have you discussed this employee's progress with (him) (her)? Yes ____ No ____

_____
Employer and/or Job Supervisor

WORK EXPERIENCE PROGRAM
SUPERVISORS REPORT

Company Name: _____ Date: _____

The following questions are to determine the advantages, disadvantages and needs of a program such as the Work Experience Program. Your evaluation will be used to determine student progress on the job and future classroom emphasis. Please check the blocks that best represent the "overall" conditions of students in the Work Experience Program.

Are the students:

	Good	Bad	Cannot Tell
1. Helpful			
2. Easy to work			
3. Skills--"get the job done"			
4. Attitude toward work			
5. Self-confidence			
6. Confidence--"work on their own"			
7. Punctual--"get to work on time"			
8. Attendance			
9. Politeness			
10. Truthful			

Would you like to have student employees next year? YES _____ NO _____

Comments: _____

_____

_____

_____
Employers Signature

APPENDIX E

MONTHLY SUSPENSION REPORT

SCHOOL NO. _____
MONTH OF _____

NAME OF STUDENT SUSPENDED	(RACE) WHITE	(RACE) BLACK	MALE	FEMALE	AGE	GRADE	NO. TIMES SUSPENDED THIS MONTH	CARRIED OVER FROM LAST MONTH	NO. TIMES SUSPENDED IN PREV. MONTHS	ACTUAL DAYS LOST THIS MONTH BY SUSPENSION
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
TOTALS:										

School Month _____

COOPERATIVE EDUCATION

Duval County School Board

School _____

Job Training Attendance Record

NAME OF STUDENT _____

ADDRESS _____

SCHOOL _____ GRADE _____ TL. NO. _____

ASSIGNED HOURS _____

TRAINING AGENCY _____

TYPE OF TRAINING _____

DATE	ARRIVED	LEFT	TOTAL HOURS	WAGES

MONTHLY WORK REPORT OF COOPERATIVE STUDENTS

CITY _____ FROM _____

SCHOOL _____ TO _____

ince-Title-Agency	Sex	Grade	Age	Race	RELATED HOURS		WORK HOURS		AVG. Rate of Pay	Amount Earned This Month	TOTAL Amount Earned to Date
					This Month	Total to Date	This Month	Total to Date			

EVALUATION OF WORK EXPERIENCE PROGRAMS FOR CURRENT SCHOOL YEAR

Questions

1. Were you satisfied with the operation of your program this year? Explain.

2. Approximately how many filmstrips, films, and transparencies did you use in your group instruction class?

3. Were motivational aids used in your program?

4. What kind of rapport did you have with your students?

5. What kind of relationship did you have with your principal, Guidance Department, and fellow co-workers? What do they think of the program and the kids it serves?

6. Were you visited by the County Office during the school year?

7. What kind of display did you use in your group instruction class?

8. Were community resources used in your program?

9. Did you honestly make home visits? How many?

10. How often did you make job visitations?

11. Were new innovative ideas used in your program?

12. What kind of records do you have on your students?

13. Did all of your students have social security numbers?

14. Do you have an advisory committee for your program? Were they introduced to the faculty?

15. Did you attend any vocational functions during this school year?

16. What have you done to improve yourself? (courses, workshops, etc...)

17. Have you tried using magazines to acquaint students with the various kinds of jobs available to them?

18. How much free literature have you obtained for your program?

19. Can your students explain the objectives of the Work Experience program?

20. Were you able to place all of your students during the school year?

21. Did you use any of the materials and equipment in the County Office, or Film Library?

22. Are you a member of FVA, DVA, or AVA? If so, list the organization(s).

23. Did you pre-test your students to determine remedial instructional needs?

24. Have you noticed improvements in your students' attitudes, manners, and grooming? Explain.

CIVILIAN PERSONNEL OFFICE
BOX 22, NAVAL AIR STATION
JACKSONVILLE, FLORIDA 32212

IN REPLY REFER TO:

17 December 1975

Dr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, FL 33314

Dear Dr. Kaylin:

Approximately a year and a half ago, Mr. James McLawhorn came to me and discussed a proposal he was submitting for implementation in the Duval County junior high schools.

At that time, Mr. McLawhorn asked for my participation in the project. My participation was to be two-fold. First, I was to act as an evaluator and, second, I was to help secure part-time employment and extra training for students involved in this program. After a rather lengthy discussion I agreed to both involvements.

While I am in no position to evaluate the total effect of the program on Duval County schools, I can, with no reservations, state that the program will have a desirable effect on the schools and the community.

Mr. McLawhorn's project provides a program that offers success to those trade oriented students who otherwise might grope about unsuccessfully until they drop out. He gives them a better opportunity to enter the world of work.

Of the number of students hired at the Naval Air Station because of this project, all but one were successful employees.

I have no doubt that this program fills the needs of many students and will enhance the educational program of Duval County.

Sincerely,

Preston S. Wade
Apprentice Training Supervisor

THE DUVAL COUNTY SCHOOL BOARD

ADMINISTRATION BUILDING

1325 SAN MARCO BOULEVARD, JACKSONVILLE, FLORIDA 32207

JOHN T. GUNNING

SUPERINTENDENT OF SCHOOLS

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Joseph L. Cullen

December 15, 1975

Dr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, FL 33314

Dear Dr. Kaylin:

I have been asked by James McLawhorn, a participant in Nova's Ed. D. Program for Educational Leaders, to give you an evaluation of his Maxi II Practicum A Model Program: Preferential Treatment for the Educationally Disadvantaged Youth.

I was presented a copy of and briefed on the practicum proposal as the program was to be conducted in an area of my responsibility. I gave my approval and full support for the model program as there existed a definite need for revision of our work experience program. Mr. McLawhorn has kept me well informed of the activities and accomplishments of his program.

It is my judgement that the recent implementation of the model program in our junior high schools will meet the needs of that large segment of students who have received so much adverse publicity.

Sincerely,

Everett L Groover

Everett L. Groover, Supervisor
Business Education

ELG:dm

THE DUVAL COUNTY SCHOOL BOARD

ADMINISTRATION BUILDING
1325 SAN MARCO BOULEVARD, JACKSONVILLE, FLORIDA 32207

JOHN T. GUNNING
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MRS. GENE MILLER
JACK NOONEY
HUGH O. STEPHENS
WENDELL P. HOLMES, JR.

December 12, 1975

Dr. Sam O. Kaylin
Practicums Department
National Ed. D. Program for
Educational Leaders
Nova University
College Avenue
Fort Lauderdale, FL 33314

Dear Dr. Kaylin:

Mr. James McLawhorn requested that I submit you an evaluation of his Maxi II Practicum, "Preferential Treatment for the Educationally Disadvantaged Youth." I saw in his proposal features that could correct the existant inadequacies of our junior high school program. I therefore gave my approval and support of the project.

Mr. McLawhorn has kept me well informed concerning intentions, activities and the progress of his program. He called me frequently and often stopped by to keep me abreast with his accomplishments. I personally observed his program in action and am convinced that it provides the ingredients for an effective course of study for our potential school dropouts.

Another positive result of Mr. McLawhorn's project efforts has been the implementation of a specially funded pilot program at his school. This pilot program utilizes the basic design of his model but differs in that students receive job skills training instead of work experience.

Mr. McLawhorn has been invited to present his practicum at the statewide Vocational and Technical Education Conference which will be conducted during August 1976 in Orlando, Florida.

I wholeheartedly indorse his model which was implemented as our countywide program at the beginning of the current school year.

Sincerely,

Charles L. Downing

Charles L. Downing, Supervisor
Vocational-Technical Education

CLD/lc